

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**Name of Principal Mrs. Lois D. Scrivener
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)Official School Name Holy Name of Jesus School
(As it should appear in the official records)School Mailing Address 3060 N. Highway 1A
(If address is P.O. Box, also include street address)Indianapolis FL 32903-2132
City State Zip Code+4 (9 digits total)Tel. (321) 773-1630 Fax (321) 773-7148Website/URL www.hnj.org Email lscrivener@hnj.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Lois D. Scrivener Date 3/7/03
(Principal's Signature)*Private Schools: If the information requested is not applicable, write N/A in the space.*Name of Superintendent Dr. Harry Purpur
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)District Name Diocese of Orlando Tel. (407) 246-4900

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Harry V. Purpur Date 3/10/03
(Superintendent's Signature)Name of School Board President/Chairperson Mrs. Teresa McNeight
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Teresa McNeight Date 3/11/03
(School Board President's/Chairperson's Signature)

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural
4. 10 Number of years the principal has been in her/his position at this school.
N/A If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	18	32	50	7	24	29	53
1	25	18	43	8	22	33	55
2	35	24	59	9			
3	35	25	60	10			
4	34	23	57	11			
5	34	27	61	12			
6	31	28	59	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							497

6. Racial/ethnic composition of the students in the school:
- | | |
|------|----------------------------------|
| 92.8 | % White |
| 0.6 | % Black or African American |
| 4.1 | % Hispanic or Latino |
| 2.5 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 2.7 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	14
(4)	Total number of students in the school as of October 1	504
(5)	Subtotal in row (3) divided by total in row (4)	.027
(6)	Amount in row (5) multiplied by 100	2.7

8. Limited English Proficient students in the school: .2 %
3 Total Number Limited English Proficient

Number of languages represented: 2
Specify languages: Spanish
Mandarin

9. Students eligible for free/reduced-priced meals: 2.5 %

13 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{10}{49}$ %
Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>4</u> Autism	<u>2</u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>7</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness
<u>15</u> Remediation	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>2</u>
Special resource teachers/specialists	<u>1</u>	<u>1</u>
Paraprofessionals	<u>8</u>	<u>1</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>37</u>	<u>5</u>

12. Student-"classroom teacher" ratio: 22:1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	98.3%	98%	98.2%	98.6%	98.5%
Daily teacher attendance	97.8%	97.6%	97.3%	96.9%	96.4%
Teacher turnover rate	12%	3%	13.9%	11.1%	7.3%
Student dropout rate	0	0	0	0	0
Student drop-off rate	0	0	0	0	0

14. *(High Schools Only)* Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

PART III - SUMMARY

Holy Name of Jesus School is located in Indialantic, Florida, which is on a mile wide barrier island that separates the Atlantic Ocean from the Indian River. This area is called Florida's Space Coast and the community would be considered upper middle class. School tradition is strong. There are many teachers and parents of students who themselves attended Holy Name. The enrollment has increased over 300% in the last ten years. The retention rate has risen from 48% in 1992 to 99% in 2002. There are twenty-eight classrooms including a music, art, science lab, technology lab, clinic, and resource room.

The strength of the school is its Catholic identity and its capacity to meet the needs of all its students. Programs exist for students who are developmentally delayed and learning disabled, as well as for students who are gifted. HNJ provides for special learning needs with a resource teacher, child psychiatrist, school psychologist, Title I remedial teacher, school nurse, speech pathologist and gifted program.

All classrooms are learning centered communities that enable students and teachers to construct their own knowledge using active and discovery learning individually or in groups. In addition, every student has the opportunity to participate in a wide range of social and athletic activities. Because of this variety of learning opportunities, Holy Name is meeting its vision / mission statement to provide a child-centered environment in which the personal, spiritual, academic, and emotional needs of each child are met.

Other strengths include:

- ◆ The students at HNJ achieve at a high academic level as evidenced by standardized test scores.
- ◆ The faculty is well trained, dedicated, nurturing and enthusiastic.
- ◆ The students are well behaved, drug free, have a strong self-concept and are prepared to be leaders.
- ◆ The administration is collaborative involving all stakeholders in decision making, caring, dedicated, versatile, innovative and continually seeking ways to improve the school.
- ◆ The parents and community have donated close to two million dollars to the Education Endowment Fund since 1990 and volunteered over 11,000 hours in the school last year.

HNJ is unique because not only has it grown by over 300% over the last ten years while keeping its small school motto "Family of Friends" alive, but has won six national awards:

- ◆ U.S. Department of Education Blue Ribbon Schools Award 2001
- ◆ U.S. Department of Education and NAESP National Distinguished Principal 2001
- ◆ NCEA Southeast Regional Distinguished Principal 2001
- ◆ NCEA Distinguished Parent Partnership Home and School Award 2000
- ◆ National Association of Boards of Catholic Education Outstanding School Board Award 2000
- ◆ Innovations in Technology Award 1999, *Today's Catholic Teacher*

Holy Name of Jesus School is recognized as a leader among its peers. School, family and community collaboratively work to best meet the needs of our students. Together, we provide the best educational opportunities possible for our children and meet their individual needs.

PART IV INDICATORS OF ACADEMIC SUCCESS

1. Report the school's assessment results in reading and mathematics for at least the last three years for all grades tested using either state tests or assessments referenced national norms at a particular grade.

All students in grades 2-8 take the Iowa Test of Basic Skills (ITBS), which is referenced against national norms. Riverside Publishing publishes the ITBS. Students with individual education plans for specific learning disabilities take the test in a small group setting, untimed and some have reading support. These students' scores are individual and not included in the group scores. All other student scores are included in the group scores reported at the end of this document. The eighth grade scored above the 90th percentile in the nation in both reading (83) and math (79) in 2002.

2. Show in one-half page how the school uses assessment data to understand and improve student and school performance.

In addition to the examination, assessment, and implementation of current research, the collection of data on the specific performance of our students allows us to measure student improvement. The ITBS and Performance Assessments provide this data. We use the data to revise and improve our educational program and to determine individual or school strengths and weaknesses. An item analysis is one of the reports provided with the test results. We use this analysis to see how HNJ compares with other schools in the Diocese, the state and the nation. We do an in-depth study of skill levels and individual skills mastered and the results are shared with the faculty. If the results show weaknesses, meetings with individual teachers are held to decide what actions should be taken. Data will influence decisions concerning curriculum, sequence of concepts, student ability placement, textbook and material purchase, and if necessary, teacher placement.

♦ In 2001 the Math Department Chairperson did an analysis of the school's math scores on the ITBS test of basic skills. The weakest skill area was 3rd grade with a score of 62. We met with the third grade teachers and decided to supplement the 3rd grade math curriculum with practice material on the identified skill areas. The new material was used at the beginning of the school year. As a result, the math score in October 2002 increased to the 77th percentile. We also saw an overall increase in student's math scores 3rd-8th grade from 2 - 10 percentiles as a result of using the analysis to look at the math skills and curriculum school wide.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students and the community.

To assess the whole child, as in educating the whole child, a variety of criteria must be used to measure their growth and development, to select learning objectives and procedures, design or choose instructional materials, and to create a positive learning environment. The student's performance is communicated on a daily basis through observations, performance assessments, student portfolios, cumulative writing journals, short answer and essay tests, quizzes, oral presentations, homework and class participation.

The school regularly communicates assessment results to the community by presentations at the Home and Schools meetings, open houses and orientations, publication of the scores in the School's Annual Report, The Echo (school newsletter), the Parish Bulletin and HNJ Herald (parish) Newsletter.

Meetings are held with teachers so they can correctly interpret scores. Parent conferences are held to help the parents interpret their child's scores. The administration, along with the school counselor, is always available to explain test results on a group or individual basis.

Parents receive four computerized interim reports and four report cards a year as well as standardized test results. Parents of students with special needs receive weekly communication. Communication with all stakeholders promotes understanding of the school's progress in meeting its educational standards.

4. Describe in one-half page how the school will share its successes with other schools.

Holy Name of Jesus School has won six national awards in the last four years and is very active in sharing its success with schools in the Diocese, in the county and in the nation. For example:

- ◆ The Middle School Team has presented at several Diocesan inservice seminars to share their best practices to help other schools plan and implement academic excellence.
- ◆ The Principal, recognized as a Nationally Distinguished Principal, is an adjunct professor for a local university and teaches three M.S. in Education courses.
- ◆ The Administrative Team has facilitated workshops both locally and nationally in the area of alternative assessments, inclusion and hiring talented teachers; also, they act as consultants when people e-mail or ask questions on implementing the ideas in their own school.
- ◆ The School Board, nationally recognized in 2000, conducted school board training for schools in nine counties of Central Florida and nationally for the NCEA.
- ◆ The Home and School Association, also nationally recognized in 2000, is in consultation with the other county Catholic schools and helps them to initiate successful programs in their schools.
- ◆ Holy Name of Jesus School has had their six national awards announced in the newspaper, some even made the front page, and on local and regional television stations as well as two national publications.
- ◆ The Technology Advisor, nationally recognized in 1999, is a leader in her field and works with other schools to assess their technology program and help them develop their goals and objectives.

Our future successes will be shared with other schools with the same level of professionalism.

PART V CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum, including foreign languages, and show how all students are engaged with significant content based on high standards.

Curriculum at Holy Name of Jesus School is based on Diocesan, State and National standards, benchmarks and strands including The National Council for the Social Studies, The English/Language Arts National Standards and the NCTM and NSTA Standards.

At HNJ, all classrooms are learning centered where students are active constructors of their own knowledge; value thinking is more important than answers. There are opportunities for spontaneity in learning and the freedom to explore and question individually or in small groups. Students actively construct knowledge in a community that is supportive of every child's learning. This organization of learning-centered classrooms allows the students to achieve at a high level. The structure of our school with its procedures and established routines allows teachers and students more learning time.

The process for continuous curriculum renewal at HNJ is collaborative. The present curriculum is evaluated annually to ensure it meets National, State and Diocesan Standards and is in alignment with our mission and goals. Last year the long-range Planning Committee made up of administration, teachers, parents, students and community assessed the HNJ academic program. Analysis of standardized test scores is used to identify strengths and weaknesses of our programs.

- ◆ Basic skills, Reading, English, Math, Science and Social Studies, are the foundation of the curriculum and are taught for and with understanding.

- ◆ Learning in the academic disciplines is dependent on the teachers' recognition of diverse learning styles and understanding of recent brain research in order to help the learner as he/she constructs meaning. Whether it be visual, tactile, auditory or kinesthetic (multi-sensory), seating or social environment can be manipulated (cooperative learning groups, literature circles), modes of educational delivery can be interchanged to help the context in which students' learn and the what and how of the concepts (auditory, visual, discussion, peer teaching), and the employment of outside sources (SLD, Title I) or enrichment (gifted).

- ◆ Preparation for life in a complex and diverse society includes getting along with and understanding diversity (Black History Month projects and assembly, world cultures, speakers who are disabled, war veterans and immigrants) as well as encouraging usage of other languages and field trips. Diversity among the community as a resource is used to help learning. Technology is integrated into every subject area.

- ◆ Development of skills valued in the workplace is accomplished through cooperative learning groups, oral presentations, collaborative problem solving, integration of technology and use of critical thinking skills in everyday learning. At different times during the year, community leaders come to speak, HNJ promotes research and presentations on careers as well as career shadowing in the 8th grade. Junior Achievement, the teaching of economic life skills (checkbook, loans, and stocks) and studying printed material from local companies are used to enhance life skills.

- ◆ Spanish is taught to all students K-8th grade. The emphasis in the primary grades is phonics and oral expression in the basic language. In the intermediate grades the emphasis is in oral communication, to think and speak in every day situations using vocabulary related to school, family and culture. Middle School has Spanish three periods a week and completes High School Spanish 1 by 8th grade.

Holy Name of Jesus' goal of "educational excellence" indicates the commitment that all students will achieve to their highest potential. The skills and information based curriculum in which children are active constructors of their learning encourages all students to achieve the highest academic standards expected of them and exemplary preparation for the next grade level or high school.

2. Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Our school mission plays an integral part in choosing new textbooks and instructional material, as does current research on reading programs. The reading curriculum is a literature-based framework with an integrated approach to language. Curriculum is based on English/Language Arts National Standards, along with Diocesan and State standards, and benchmarks. Reviewers evaluated the new program with the "Instructional Materials Summary and Evaluation Guide" from the Diocese which is consistent with the "Priorities for Effective Instruction Materials" published by the Florida Bureau of Curriculum and Assessment.

HNJ ensures that all of its students have the opportunity to achieve at high levels in reading. Students are active constructors of their own knowledge. The focus is on activities in which children generate and test their own hypotheses, reflect on their own learning, and are encouraged in the use of language for meaningful purposes. Examples are:

- ◆ "Power Writing" has become a daily procedure. The children pick their own topic and write sentences/paragraphs to support this topic. These papers/ books are then illustrated. Written and oral reports on different countries and cultures, which is a self-regulated project of their own choosing are presented, either in-groups or individually.
- ◆ Teachers look for students' interpretations of the material and help them edit and enrich them in our reading K-5, and literature program 6-8. Learning circles are used to comprehend literature, each student having a different role each day in the circle to be the illustrator, editor or author.
- ◆ Field trips to the Performing Arts Center to see popular stories performed on stage.
- ◆ Weekly news broadcasts, reports on historical fiction, researched immigrant studies involve the students in higher order thinking tasks and oral presentations.
- ◆ "Who Done It?" where students read, write and solve mysteries, and "Fun Brain" an educational website based on risk management and training systems and courtroom drama.

Goals, respect, critical thinking skills, and a celebration of diversity are all unique characteristics of the HNJ Language Arts Program.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

All social studies students (K-8th) work to high academic standards, which is in direct correlation with our mission statement. Our curriculum is extremely broad and follows the scope and sequence criteria of the National Council for the Social Studies (NCSS), in addition to meeting all requirements of the State of Florida Sunshine Standards and the Diocese of Orlando (Florida) Curriculum Guide.

The ten thematic strands outlined by the NCSS are used in instruction at all grade levels. Our teachers understand it is their responsibility to foster understanding of our United States Constitution and students' rights and responsibilities. Daily opening exercises include raising of

the flag, reciting The Pledge of Allegiance, and the singing the national anthem or other patriotic song.

Students are encouraged, on a daily basis, to be active learners in social studies and to understand the five themes of geography, including location, place, human/environment interactions, movement, and regions. Active learning includes excellent communication through use of oral, written, and technology guided instruction. Learning activities are illustrated by the following examples:

- ◆ Cooperative group learning may include a field trip or welcoming a guest speaker when learning about Japan, continued study through internet research in the computer lab, oral presentation to classmates, including the history, geography, and cultures of the country, and assessment through the differentiated methods to assure that all students have mastered the curriculum to be learned;
- ◆ Integration of curriculum includes connection with other subject areas through team-teaching for example, with the history of Islam; the science teacher explained that the Islamic people were the first to use diagnosis of symptoms of a disease to determine the proper medication; the art teacher reviewed the architecture of a mosque; for current events, students read the Arab News (online, English edition) on their classroom computers to become aware of the annual religious pilgrimage (hajj), and the music teacher taught religious chants and songs the Muslim people recite during the daily call to prayer.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Current knowledge is explored and decisions are made with a solid understanding of the foundational beliefs and theories that drive teaching, about how students learn, what they should learn, and how teachers need to think and act to enable student learning. Current knowledge is explored through studying National (NSTA, NCTM, NCSS), State and Diocesan Curriculum Standards in the core curriculum areas. Also reviewed are current research papers written for the Office of Educational Research and Improvement and visiting various web sites like the U.S. Department of Education, and teachers. net. Brain research reminds us that we need to challenge, support and celebrate our students' achievement.

Teaching practices are based on the premise that everyone can learn and every classroom is learning-centered (learning by students, teachers and community). Holy Name of Jesus School uses research-based instructional strategies to improve student-learning including:

- ◆ Empowering students to identify similarities and differences which enhances students' understanding and the ability to use knowledge, by comparing, classifying, and use of graphic organizers in reading, social studies, science, and math from K-8.
- ◆ Guided practice is also used to help the student construct his/her own meaning using prior knowledge and experience.
- ◆ Cooperative learning and differentiated instruction with tiered and varied activities using a variety of criteria for grouping the students such as interest levels, literature circles, or prior knowledge.
- ◆ Every classroom has a warm, caring and accepting atmosphere that challenges students. Learning and thinking are situation or context specific so the learning environment at HNJ shapes what the children do and know.

- ◆ Summarizing, outlining and note taking skills are emphasized across the curriculum, writing and generating ideas (hypotheses) and testing conclusions in problem solving, investigation, invention and decision-making.
- ◆ Every classroom uses the latest technology to enable the students to discover the answer or concept through research and student projects utilizing PowerPoint.
- ◆ Student setting of their own goals and objectives to provide student ownership of learning and giving the students constructive feedback to adjust goals is used in 5th-8th grade.
- ◆ Homework and practice focused on mastering specific elements of a complex skill or process is used 3rd-8th in major curriculum areas.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Developmentally appropriate environments and teaching practices based on current research to increase student learning are implemented at HNJ. On the school level a curriculum committee was formed with a representative from each school unit (preschool, primary, intermediate, and middle school) and administration. Current research in student learning is reviewed including information from ASCD, NAESP, NCEA publications and web sites as well as the U.S. Department of Education. Professional development is then planned in alignment with our mission statement, to provide a child-centered environment, thereby including all students and providing the education necessary to meet the individual student's needs.

There are three Diocesan inservice days per year that support our curriculum requirements with identified needs provided by the teachers. Educational opportunities for teachers are strongly supported both financially (\$14,500 spent on outside training) as well as by providing a paid substitute whenever needed. Graduate studies are encouraged (HNJ pays 50% of tuition) as well as training for teacher aides (T.E.A.C.H. Scholarships). Once a month, HNJ dismisses students at noon to give teachers the opportunity to continue their professional development.

The professional development emphasis for this year is Differentiated Learning and Technology. The curriculum committee facilitated a three-day workshop before the start of the school year and another half day each month. The best part is that a curriculum expert is in each unit level to help teachers implement the curriculum or instructional changes. HNJ has a full time technology specialist to provide on-site inservice to the teachers on a daily basis. Differentiated learning enables the teachers to better meet the needs of the students because they are grouped by interest level, prior knowledge, skill or content area.

At the beginning of each new school year all teachers are asked to identify their own personal and professional goals for the year. These goals are discussed with the administration and a plan is put into place in order to facilitate meeting these goals. Through two formal and several informal observations these goals are developed, encouraged, and evaluated to provide professional development and accountability.

There has been a direct correlation between the success of students with special needs in the regular classroom and the two-year emphasis on special needs teacher professional development. Performance assessment scores have improved as a result of in-service emphasis on alternate assessments. Inservice training pertaining to learning centered classrooms and differentiated curriculum, where students actively construct knowledge along with the teacher in a supportive community, has been beneficial for the use of cooperative learning groups, student initiated projects, self-assessment, and the concept of teacher as learner, coach and listener. This

has enabled students to achieve at a higher level. The students have learned how to use basic skills to identify and solve problems.

As a result of this integrated on going professional development program our students have continued to score in the top 10 percentile on the ITBS standardized test of basic skills.

For Public and Private Schools

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.
3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.
4. Describe in one-half page how the school will share its successes with other schools.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.
2. **(Elementary Schools)** Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

(Secondary Schools) Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.
3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.
4. Describe in one-half page the different instructional methods the school uses to improve student learning.
5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data.

Private school association(s): National Catholic Education Association
(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status?

Yes X

No

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

\$2350	\$2350	\$2350	\$2350	\$2350	\$2350
K	1 st	2 nd	3 rd	4 th	5 th
\$2350	\$2350	\$2350	\$	\$	\$
6 th	7 th	8 th	9 th	10 th	11 th
\$	\$				
12 th	Other				

2. What is the educational cost per student?
(School budget divided by enrollment) \$ 3,400.00
3. What is the average financial aid per student? \$ 833.33
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 7 %
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 15 %

ASSESSMENT DATA

Grade: 2

Test: ITBS

Edition/publication year:
1993 Form K: 2000 Form A

Publisher: Riverside
Publishing

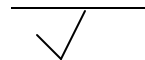
What groups were excluded from the testing, why and how were they assessed?

Students diagnosed with specific learning disabilities took the test untimed and in a small environment and their scores were excluded from the group scores

Mean 50

Scores reported as (check one):

percentiles



NCEs

Year	2002-03 Form A	2001-02 Form A	2000-01 Form K	1999- 2000	1998-99
Testing Month	March	March	March	March	March
Total Score	NA	78	91	71	87
Number Tested		56	51	50	45
Percent Tested	100	100	100	100	100
Number Excluded	0	1	1	1	1
Percent Excluded	0	1.7%	2%	2%	2%
Reading Subtest Score	NA	79	94	70	78
Language Subtest Score	NA	73	76	67	80
Math Subtest Score	NA	79	88	85	99

ASSESSMENT DATA

Grade: 3

Test: ITBS

Edition/publication year:

Publisher: Riverside

1993-Form K: 2000 Form A

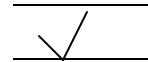
Publishing

What groups were excluded from the testing, why and how were they assessed?

Students diagnosed with specific learning disabilities took the test untimed and in a small environment and their scores were excluded from the group scores

Mean 50

Scores reported as (check one): percentiles



NCEs

Year	2002-03 Form A	2001-02 Form A	2000-01 Form K	1999- 2000	1998-99
Testing Month	October	October	October	October Performance Assessment	October Performance Assessment
Total Score	83	72	64	NA	NA
Number Tested	60	56	49	49	57
Percent Tested	100	100	100	100	100
Number Excluded	4	3	2	1	2
Percent Excluded	6.6%	5%	4%	2%	3.5%
Reading Subtest Score	80	77	67	NA	NA
Language Subtest Score	82	70	58	73	73
Math Subtest Score	77	62	69	67	65

ASSESSMENT DATA

Grade: 4

Test: ITBS

Edition/publication year:

Publisher: Riverside

1993-Form K: 2000 Form A

Publishing

What groups were excluded from the testing, why and how were they assessed?

Students diagnosed with specific learning disabilities took the test untimed and in a small environment and their scores were excluded from the group scores

Mean 50

Scores reported as (check one): percentiles ☒ NCEs

Year	2002-03 Form A	2001-02 Form A	2000-01 Form K	1999- 2000	1998-99
Testing Month	October	October	October	October	October
Total Score	74	80	69	67	81
Number Tested	57	57	49	52	44
Percent Tested	100	100	100	100	100
Number Excluded	3	4	1	7	0
Percent Excluded	5.3%	7%	2%	13%	0%
Reading Subtest Score	75	84	72	75	87
Language Subtest Score	70	78	62	60	81
Math Subtest Score	72	75	77	63	83

ASSESSMENT DATA

Grade: 5

Test: ITBS

Edition/publication year:

Publisher: Riverside

1993-Form K: 2000 Form A

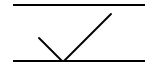
Publishing

What groups were excluded from the testing, why and how were they assessed?

Students diagnosed with specific learning disabilities took the test untimed and in a small environment and their scores were excluded from the group scores

Mean 50

Scores reported as (check one): percentiles



NCEs

Year	2002-03 Form A	2001-02 Form A	2000-01 Form K	1999- 2000	1998-99
Testing Month	October	October	October	October Performance Assessment	October Performance Assessment
Total Score	82	74	65	NA	NA
Number Tested	61	57	42	46	43
Percent Tested	100	100	100	100	100
Number Excluded	8	3	7	1	4
Percent Excluded	13%	5.2%	16.6%	2%	9.3%
Reading Subtest Score	86	82	66	NA	NA
Language Subtest Score	79	72	63	NA	NA
Math Subtest Score	78	66	66	NA	NA
Science				65	62

ASSESSMENT DATA

Grade: 6

Test: ITBS

Edition/publication year:

Publisher: Riverside

1993-Form K: 2000 Form A

Publishing

What groups were excluded from the testing, why and how were they assessed?

Students diagnosed with specific learning disabilities took the test untimed and in a small environment and their scores were excluded from the group scores

Mean 50

Scores reported as (check one): percentiles



NCEs

Year	2002-03 Form A	2001-02 Form A	2000-01 Form K	1999- 2000	1998-99
Testing Month	October	October	October	October	October
Total Score	78	72	81	71	93
Number Tested	58	50	45	52	44
Percent Tested	100	100	100	100	100
Number Excluded	3	5	2	5	5
Percent Excluded	3.4%	10	4.4%	9.6%	11%
Reading Subtest Score	79	72	77	74	83
Language Subtest Score	77	74	77	68	99
Math Subtest Score	70	65	83	70	83

ASSESSMENT DATA

Grade: 7

Test: ITBS

Edition/publication year:

Publisher: Riverside

1993-Form K: 2000 Form A

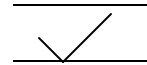
Publishing

What groups were excluded from the testing, why and how were they assessed?

Students diagnosed with specific learning disabilities took the test untimed and in a small environment and their scores were excluded from the group scores

Mean 50

Scores reported as (check one): Percentiles



NCEs

Year	2002-03 Form A	2001-02 Form A	2000-01 Form K	1999- 2000	1998-99
Testing Month	October	October	October	October Performance Assessment	October Performance Assessment
Total Score	75	79	76	NA	NA
Number Tested	56	54	46	44	42
Percent Tested	100	100	100	100	100
Number Excluded	6	1	3	6	2
Percent Excluded	10%	2%	6.5%	13.6	4.8%
Reading Subtest Score	79	81	80	NA	NA
Language Subtest Score	75	78	71	NA	NA
Math Subtest Score	67	74	75	70	66
Social Studies				75	69

ASSESSMENT DATA

Grade: 8

Test: ITBS

Edition/publication year:

Publisher: Riverside

1993-Form K: 2000 Form A

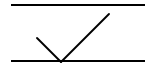
Publishing

What groups were excluded from the testing, why and how were they assessed?

Students diagnosed with specific learning disabilities took the test untimed and in a small environment and their scores were excluded from the group scores

Mean 50

Scores reported as (check one): percentiles



NCEs

Year	2002-03 Form A	2001-02 Form A	2000-01 Form K	1999- 2000	1998-99
Testing Month	October	October	October	October	October
Total Score	84	76	83	99	80
Number Tested	57	46	39	51	41
Percent Tested	100	100	100	100	100
Number Excluded	0	3	4	2	1
Percent Excluded	0%	6.5%	10%	3.9%	2.4%
Reading Subtest Score	83	80	81	99	75
Language Subtest Score	84	76	86	99	93
Math Subtest Score	79	68	78	90	71